

Training as an Effective Strategy in Career Path Development



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Ilhem MEBAREK HADDAD ^{1*}, Meriem ZAIBET ²

¹ Constantine 2 University, Abdelhamid Mehri, Psychology of Work and Organizational Management (Algeria),
ilhem.mebarekhaddad@univ-constantine2.dz

² Constantine 2 University, Abdelhamid Mehri, Laboratory of Psychological and Educational Applications (Algeria),
meriem.zaibet@univ-constantine2.dz

Abstract

In an era defined by incessant change and swift advancements across various sectors, training stands as a pivotal strategy for career advancement. As the modern labor market evolves, there is an escalating demand for new skills and advanced competencies. The advent of modern technology and the deepening of specialized knowledge mandate ongoing qualification to secure professional success and job stability. Consequently, the efficacy of training strategies in career development hinges on a synergistic collaboration among individuals, institutions, and governmental entities. Cultivating a culture of continuous training and education within communities is crucial, ensuring the cultivation of a workforce adept at navigating future challenges and succeeding in their careers. Investing in training equates to investing in human capital, a cornerstone for sustainable development and societal advancement.

Keywords

Training;
Training strategies;
Career development;
Human Resource.

الكلمات المفتاحية

التكوين؛
استراتيجيات التكوين؛
تطوير المسار الوظيفي؛
المورد البشري.

التكوين كاستراتيجية فعالة في تطوير المسار الوظيفي

ملخص

في عالم يتسم بالتغير المستمر والتطور السريع في جميع المجالات، يُعتبر التكوين كاستراتيجية فعالة في تطوير المسار الوظيفي للأفراد، إذ تتزايد الحاجة إلى مهارات جديدة وخبرات متطورة لمواجهة التحديات التي يطرحها سوق العمل الحديث، حيث تتطلب التكنولوجيا الحديثة والمعرفة المتخصصة تأهيلاً مستمراً لضمان النجاح المهني والاستقرار في الوظائف، لهذا فإن فعالية استراتيجيات التكوين في تطوير المسار الوظيفي يتطلب تكاتف الجهود بين الأفراد والمؤسسات والجهات الحكومية، ومن الضروري تعزيز ثقافة التكوين والتدريب المستمر في المجتمعات، مما يضمن إعداد قوى عاملة مؤهلة قادرة على مواجهة تحديات المستقبل وتحقيق النجاح في مساراتها المهنية، إن الاستثمار في التكوين يُعد استثماراً في الإنسان، وهو المفتاح لتحقيق التنمية المستدامة والتقدم الاجتماعي.

* Corresponding author. E-mail: ilhem.mebarekhaddad@univ-constantine2.dz

Doi:

I- Introduction:

In the contemporary, rapidly evolving world marked by relentless technological progress and significant shifts in the labor market, vocational training has become essential in equipping the workforce and preparing individuals to meet the exigencies of the modern era. Success in professional life now transcends traditional academic pathways; it is increasingly dependent on possessing specialized practical skills and work experience that empower individuals to enter the job market with confidence and proficiency.

Vocational training is instrumental in enhancing job stability, facilitating rapid and effective career progression. It empowers individuals to perpetually update their skills in alignment with technological progress, paving the way for promotions and professional growth. Additionally, vocational training is crucial in nurturing entrepreneurship, as it equips individuals with the skills necessary to launch their ventures, thereby bolstering the local economy and expanding job opportunities.

Overall, vocational training transcends its role as a mere facilitator of labor market integration; it is a vital component in fostering sustainable development for individuals and communities alike, bridging the educational gap with market demands, and delivering pragmatic solutions to unemployment and economic stability.

I.1. Definition of Training:

Most specialists concur that training and development encompass a broad spectrum of learning experiences offered to employees, aimed at eliciting behavioral changes that fulfill the objectives of the organization. ⁽¹⁾ defines training as inclusive of all experiences that contribute to individual development.

Additionally, training is characterized as "activities that aid employees in enhancing their performance in their present and future roles by augmenting their skills or expanding their knowledge". ⁽²⁾

This broad definition underscores training as activities designed to aid individuals in effectively performing their duties. Training is further delineated as "formal programs deployed by institutions to enhance the efficacy and efficiency of employees and workers in their current and future tasks through the cultivation of suitable intellectual habits, practical skills, knowledge, and attitudes aligned with the establishment's objectives". ⁽³⁾

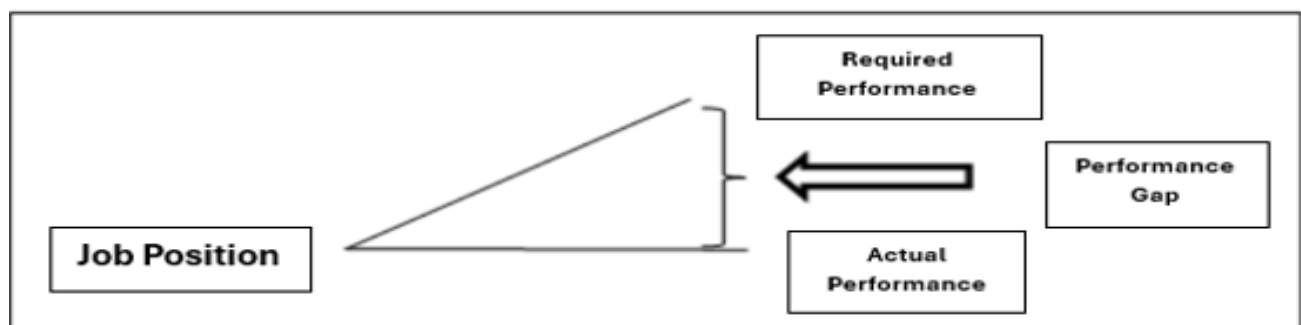
The distinction between training and development is that training is a planned action involving a series of programs aimed at teaching employees how to perform their current tasks with high efficiency by developing and enhancing their performance. ⁽⁴⁾

In contrast, development is a planned series of programs intended to endow employees with new knowledge, behaviors, and skills necessary for future tasks or roles and to adapt to any new developments or changes in the environment that impact the organization's activities. ⁽⁵⁾

According to Algerian legislation, training is both a right and an obligation: it is a right for workers to continually update their theoretical and practical knowledge, develop it, and advance within the professional organization, and an obligation for them to participate in training programs and systems organized by the institution to refresh, deepen, or expand general professional and technological knowledge. ⁽⁶⁾

Training in its simplest form represents the gap between actual performance and the required level, where every need for training equals a need for competence.

Figure 01: The Competence Gap



Source: (Naamouni, 2014, p 95)

To summarize the preceding definitions, training is conceptualized as an organized, ongoing process centered around the individual. It is designed to induce specific behavioral, technical, and cognitive changes to meet **certain needs** presently or in the future, as required by the individual, their role, and the institution they represent

I. 2. Principles of Training:

Several foundational principles must be adhered to when implementing training activities within an organization, as outlined by Rabie. ⁽⁷⁾

- **Principle of Continuity:** Training is indispensable, not supplementary. It begins once an individual is selected for a role, initiating with preparation and orientation to familiarize them with their duties.
- **Principle of Integration:** This principle underscores the necessity for a coherent and connected training system. Training should be methodical and purpose-driven, not sporadic or aimless.
- **Principle of Dynamism:** Training addresses multiple variables both within and outside the institution. It modifies the trainee's habits, behaviors, and skills to adapt to changing economic conditions and technological advancements.
- **Principle of Administrative and Technical Nature:** Training is an administrative task that requires clear objectives, well-defined policies, balanced plans, and adequate resources, supported by continuous monitoring.
- **Principle of Comprehensiveness:** Training should be inclusive, covering all job groups within the organization across all specialties and levels. This ensures a uniform understanding among all employees, facilitating coordinated efforts towards the organization's objectives.
- **Principle of Objectivity:** The goals of training must be specific and clear, tailored to the actual needs of the trainees. Objectives should be realistic and measurable. ⁽⁸⁾

I.3. Types of Training

A. Training According to Job Category

- **Vocational Training:**

Focuses on equipping workers with the knowledge, skills, and specialized experience required for specific manual and mechanical tasks such as maintenance and operation. ⁽⁹⁾

Also referred to as Specialized Training, it hones professional skills necessary for performing a specific job, transforming ordinary workers into skilled professionals. This type of training involves comprehensive and specialized learning about all aspects of the profession, enhancing understanding of its complexities. ⁽¹⁰⁾

- **Administrative Training:**

Targets individuals in administrative roles, enhancing their teamwork and cooperation within work teams. It also focuses on developing their administrative capabilities, particularly in effective decision-making, leadership, supervision, strategic and operational planning, organization, control, and motivation. ⁽¹¹⁾

- **Supervisory Training:**

This training is designed specifically for supervisors, aiming to refine their abilities to perform supervisory roles optimally. ⁽¹²⁾ Supervisory training programs concentrate on the responsibilities that supervisors face, focusing particularly on the technical aspects of their roles.

These programs are structured to equip supervisors with essential managerial and supervisory skills, such as leadership, managing work groups, coordination, guidance, motivation, and fostering positive human relations.

• Training of Trainers:

The trainer plays a pivotal role within the training framework, bearing primary responsibility for the achievement of the training's goals. ⁽¹³⁾

This form of training is dedicated to enhancing trainers' behavioral and cognitive skills, thus facilitating the transfer of knowledge and experience to trainees. It aims to develop leadership abilities, improve communication skills, boost analytical capabilities, and foster an organizational climate that encourages cooperation and participation.

Trainers are selected based on rigorous criteria that include mastery of educational and training competencies and a thorough understanding of psychological and behavioral sciences, ensuring they can effectively transmit the training content, facilitate experience exchange, and nurture creativity. ⁽¹⁴⁾

B. Training According to Purpose:

1. **Orientation Training for New Employees:** This training is designed to help new employees adjust to the professional demands of their new roles and the practical realities of the work environment. It introduces them to the organization's project and culture and familiarizes them with their working environment, scope, and tools. ⁽¹⁵⁾
2. **Enhancement Training:** This training aims to provide employees with cognitive skills, abilities, and behaviors needed to better manage their functions and adapt to the professional situations they encounter. It takes into account the demands imposed by technological and technical advancements, ensuring that employees are trained on emerging work methods, technologies, and systems. ⁽¹⁶⁾
3. **Promotional Training:** Focused on employees who have been promoted to higher positions within the job hierarchy, this training equips them with the knowledge and skills necessary to meet the requirements of their new roles. ⁽¹⁷⁾
4. **The Strategic Dimension of Training:** Many organizations leverage training as a crucial mechanism to fulfill their objectives, incorporating it into their strategic vision. The importance of a well-orchestrated training strategy is recognized by numerous major organizations due to its profound impact on both individual and institutional performance.
5. **Meaning of Training Strategy:** Defined by Kawthar Kojok, a training strategy encompasses regular and sequential procedural steps tailored to be comprehensive, adaptable, and considerate of the trainees' nature, accurately representing the real situation to yield the desired outcomes. It is described as "A general action plan established to achieve specific objectives and to prevent undesirable outcomes". ⁽¹⁸⁾

The core purpose of a training strategy is to adapt to new global developments and to keep pace with and respond to rapid changes through investing in human resources. This involves developing capabilities, preparing technical and administrative cadres, and enhancing methods and styles of performance through well-structured and phased plans and programs. ⁽¹⁹⁾

6. **Strategic Objectives of Training:** Outlining training strategies clarifies the training process across various educational levels and stages, aiding in the achievement of several goals, including:
 - _ Developing and equipping trainees with essential knowledge and skills to reach the desired organizational objectives, contributing to a qualitative leap that promotes an educational renaissance across all pathways.
 - _ Keeping abreast of developments, technologies, modern concepts, and engaging actively with them.
 - _ Creating a profound impact on the educational process through the acquisition, correction, and addition of knowledge, skills, and behavior.
 - _ Employing innovative methods and approaches in training delivery to ensure the achievement of objectives.
 - _ Preparing and training new professional cadres capable of assuming future leadership roles. ⁽²⁰⁾
7. **Building a Human Resource Training Strategy:** The development of a human resource training strategy involves creating the necessary mechanisms for its effective implementation and achieving its objectives. This process includes linking the human resource training with the organization's overall strategies, plans,

and work programs and integrating human resource training activities to ensure cohesiveness and enhance the efficiency of implementation.

Key topics related to the effectiveness of human resource training strategies comprise:

- _ Developing a specific medium and long-term training program.
- _ Implementing programs for field monitoring.
- _ Reviewing and proposing advancements in training systems and the development of human resource and career progression paths. ⁽²¹⁾

The formulation of successful and effective training strategies is anchored in specific principles and foundational elements, which can be summarized as follows:

- Training is recognized as a complete system comprising inputs, processes or activities, and outputs. Inputs encompass human elements (such as trainers and trainees), material elements (such as funds and equipment), and intangible elements (such as skills and behaviors). Processes are the series of activities and operations conducted during the training, aimed at transforming these inputs into valuable outputs. ⁽²²⁾
- The components of the system include clearly defined goals, structured programs, and capabilities that facilitate the transfer of knowledge, experiences, behaviors, and values. It also involves ongoing follow-up and evaluation of training performance. Outputs are characterized by enhanced performance rates, improved work methods, and skill development. ⁽²³⁾
- Strategies are shaped by formulating the organization's vision with an aim to invest in strategic thinking.
- Creating opportunities for trainers and trainees to engage in proposing strategies and developing systems is crucial. ⁽²⁴⁾
- Encouraging individuals to think innovatively and renew their approaches through various incentives is fundamental.
- Maintaining a focus on keeping educators constantly informed of new developments within the education system and expanding their knowledge and skills is essential for adapting to changing educational demands.
- Diversifying training methods and adopting modern trends in training development are pivotal in keeping the training programs relevant and effective. ⁽²⁵⁾
- Flexibility: Training is a purposeful process; it requires the setting of clear, realistic, achievable, and precisely defined goals in terms of subject, time, place, and in terms of quantity, quality, and cost. Additionally, the training system and its operations must evolve, especially in relation to tools, means, and methods, to keep pace with developments in these areas. It is also vital that trainers are trained to understand these developments and incorporate them into the training process. ⁽²⁶⁾

8. Defining Career Pathways: A career path is the employment history of a person, encompassing all the jobs held by an individual throughout their working life from entering service until retirement. It also represents a series of job changes that occur in one's work life, often linked with career advancement and success that accompanies receiving higher wages. ⁽²⁷⁾

- It is a series of job positions that an individual holds from appointment until retirement. ⁽²⁸⁾
- It is achieving effective alignment between an individual's capabilities and the needs of the organization, through a series of organizational decisions and actions that provide appropriate and beneficial job opportunities for the individual and the organization over the individual's career life. ⁽²⁹⁾
- HALL also views the career path as a sequence of work experiences and activities directed towards individual and organizational goals that an individual undergoes throughout their working life. ⁽³⁰⁾
- The term career path refers to an individual's progression through their career from one job position to another. ⁽³¹⁾

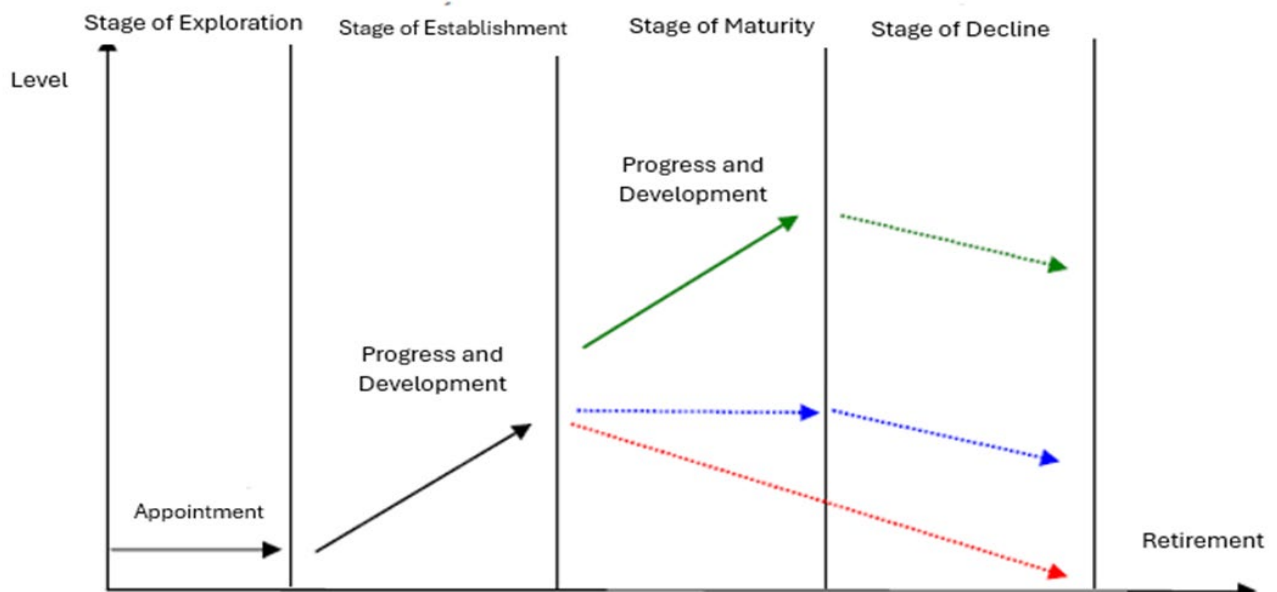
- A career path is a process through which the potential job positions an employee may progress through or move to during their practical working life in the organization are identified, from the beginning of their employment until their retirement and departure from the organization. Thus, an employee's career path represents potential promotion and job transfers they may undergo from lower to higher positions across the organization's structural hierarchy. ⁽³²⁾

9. Career Path Lifecycle: The career path lifecycle of employees within an organization encompasses four distinct stages, commencing from their initial employment and culminating at retirement, provided they remain with the same organization throughout their working life. Here are the stages of the career lifecycle as described:

- **Exploration Phase:** This initial phase begins right after the employee's hiring. During this probationary period, the employee is engaged in learning new tasks and skills, integrating into teams, and beginning to discern their strengths and areas of proficiency. At this nascent stage of their career, the employee is not yet fully autonomous and relies on guidance and support to rectify initial mistakes. ⁽³³⁾
- **Establishment Phase:** Following the acquisition of new skills and recognition of their competencies, employees start to outline their future career trajectories, identifying potential roles they will occupy throughout their professional journeys. During this establishment stage, employees demonstrate independence and self-reliance, becoming capable of making significant contributions to the organization. ⁽³⁴⁾
- **Maturity Phase:** At this stage, employees have amassed a significant accumulation of skills and experiences from holding various positions and participating in numerous training and development initiatives. This wealth of experience qualifies them to assume roles such as trainers, developers, or advisors, significantly influencing the organization's policies and adeptly delegating authority. ⁽³⁵⁾
- **Decline Phase:** This phase immediately follows the maturity stage and is expected to span the remainder of the employee's career. It is characterized by a gradual reduction in the employee's workload and responsibilities, transitioning their role to leverage their extensive expertise in a consultancy and advisory capacity. ⁽³⁶⁾

The progression through these stages is depicted in the following illustration:

Figure 02: Stages of the Career Path



Source: (Al-Aqeeli, 2009, p 561)

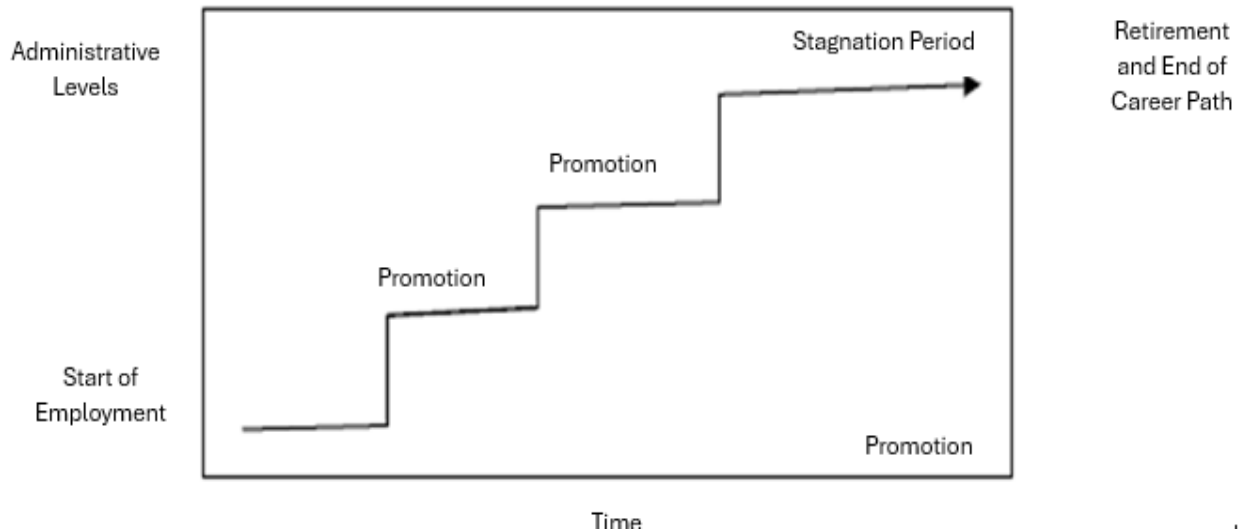
Types of Career Paths:

Career paths can be categorized into three main types, each facilitating different trajectories and opportunities for employee growth and advancement:

- **Traditional Path:**

This path involves vertical progression from a lower to a higher position through promotions, with each subsequent position closely related to the previous one in terms of nature and specialization. This implies that positions along the traditional career path remain within the same field, ensuring that all future training opportunities are directly relevant to the employee's line of work.⁽³⁷⁾ The following illustration outlines the traditional path:

Figure 03: The Traditional Path



Source: (Al-Aqeeli, 2009, p. 553)

- **Lattice Path:**

This path allows for both vertical and horizontal movements within an employee's career, involving transfers across various positions at the same level. This variety endows the employee with a broad range of skills and experiences at that level, increasing the likelihood of promotions to higher positions. It facilitates the achievement of future career ambitions with greater ease and flexibility compared to the traditional path and offers more diverse training opportunities.⁽³⁸⁾

- **Achievement Path:**

Unlike the other paths, this path does not require the employee to remain in a specific job for a predetermined period before promotion. Instead, promotions are based on the achievements and successes the employee realizes in their role. An employee may advance rapidly along their career path, necessitating frequent training and development to sustain their achievements and successes.⁽³⁹⁾

1. Necessary Tools for Managing Career Paths to Develop Human Resources

To improve and develop the skills, knowledge, competencies, and behaviors of human resources within the framework of career path management, several tools are essential:

1. **Performance Evaluation:** Performance reports indicate an individual's performance level, highlighting their strengths and capabilities, as well as identifying their deficiencies and training needs, with potential for relocation and promotion.
2. **Career Path Tests:** These are designed to identify an individual's capabilities, skills, and career aspirations.
- Satisfaction Research:** Some organizations conduct research to understand employee satisfaction or dissatisfaction with their job and the reasons for any discontent.

3. Providing a Comprehensive Job Description: This involves defining the specifications of job positions and the qualifications of individuals suited for these roles.
4. Using Skills Inventory: This clarifies the competencies available within the organization.
5. Transfer and Promotion Techniques: These explain the process by which employees are moved and promoted from one position to another.
6. Training and Development Programs: These detail both individual and group programs aimed at training and developing workers for current and future positions.
7. Utilizing Early Retirement Techniques: This facilitates the exit of employees who are unable to qualify for other positions.
8. Job Rotation Techniques: These involve moving employees from one position to another with the aim of training them and preparing them for other roles. ⁽⁴⁰⁾

12. Factors Determining the Effectiveness of Career Path Management

The management of career paths is profoundly influenced by a range of factors that stem from both the individual's perspective (the employee) and the workplace (the organization). The effectiveness of career path management is crucially dependent on the interplay between individual capabilities and skills, and the environmental and institutional variables. These factors can be detailed as follows ⁽⁴¹⁾:

1. Balancing Theoretical Knowledge and Practical Experience.
2. Type and Level of Ambition.
3. Motivation and the Ability to Develop It.
4. Acceptance of Calculated Progression.
5. Level of Maturity and Self-Balance.
6. Future Outlook.
7. Policies and Systems of Work.
8. Work Relationships.
9. Characteristics of the Labor Market.

13. Career Path Development Model

Organizations strive to address their human resource needs and maintain a high level of effectiveness and efficiency, while workers seek employment positions that offer security, challenge, and opportunities for personal growth.

This dynamic leads to the necessity of aligning the needs of the workers with the requirements of the organization, which can be achieved through robust career planning and development programs. The role of the organization in this process is inseparable from that of the individual. The process involves two fundamental dimensions. ⁽⁴²⁾

1. Career Path Planning:

This dimension involves the individual autonomously planning their career path, engaging in various activities such as assessing personal capabilities and interests, searching for employment opportunities, setting goals and plans, and implementing them. Guidance and advice from a career counselor are available to support:

- _ Individual career path planning strategy.
- _ Accessing necessary information.

- _ Overcoming obstacles.
- _ Transitioning from current planning to long-term education and training.

The individual bears responsibility for making all decisions and achieving outcomes that support their planned goals throughout their career. ⁽⁴³⁾

2. Career Path Management:

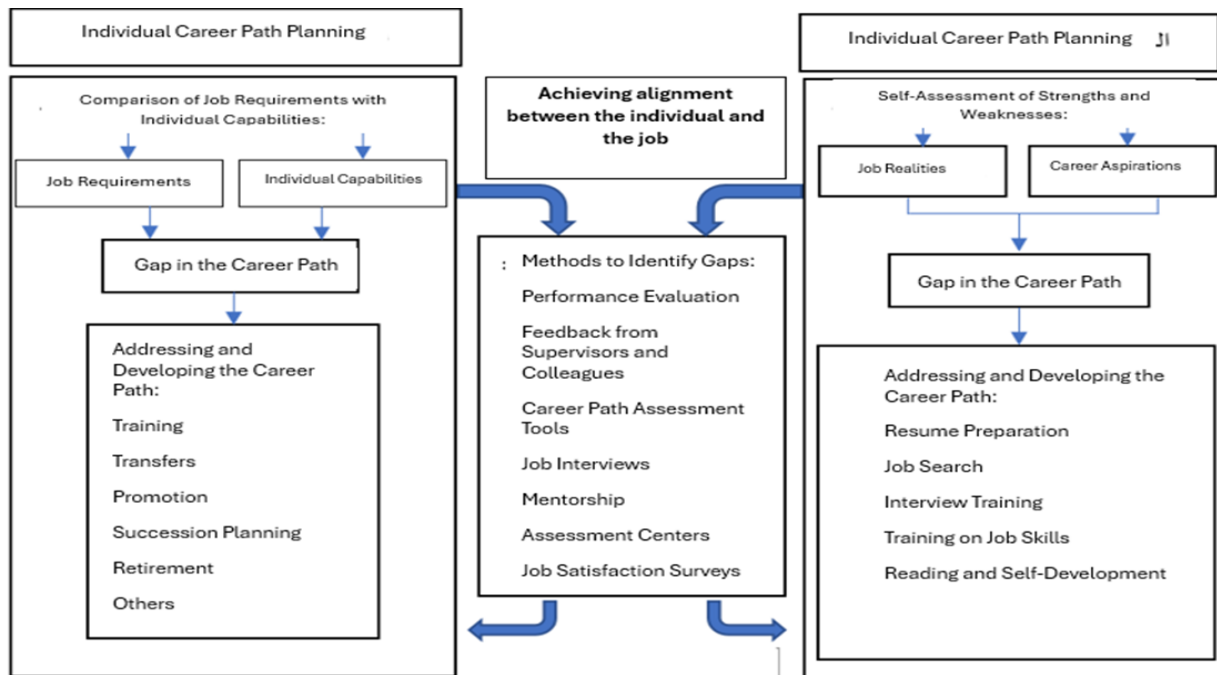
Baruch defines career path management as a comprehensive approach encompassing all the plans, activities, and techniques employed by an organization to develop the career paths of its members. ⁽⁴⁴⁾

organization establishes objective criteria to assess whether an individual is succeeding or failing in their role. Career path management includes four essential practices:

- _ Recruitment: Recruitment is closely tied to the organization's strategy and operational needs.
- _ Training: This involves defining a training strategy based on identified training needs, ensuring it aligns with the organization's overall strategy.
- _ Assessment: This practice determines the methods used for performance evaluation, including the elements involved, the timing of assessments, and follow-up evaluations to monitor progress.
- _ Transfer: The transfer process involves specifying the conditions that govern transfers, with particular attention to high-potential individuals. It also includes determining conditions and methods for reclassification and reassignment within the organization.

Thus, career path development is a shared responsibility between employees and the organization, with both playing integral roles. This model integrates individual and organizational approaches to career development, emphasizing the alignment between the individual's skills and the job they hold. ⁽⁴⁵⁾

Figure (04): Career Path Development Model



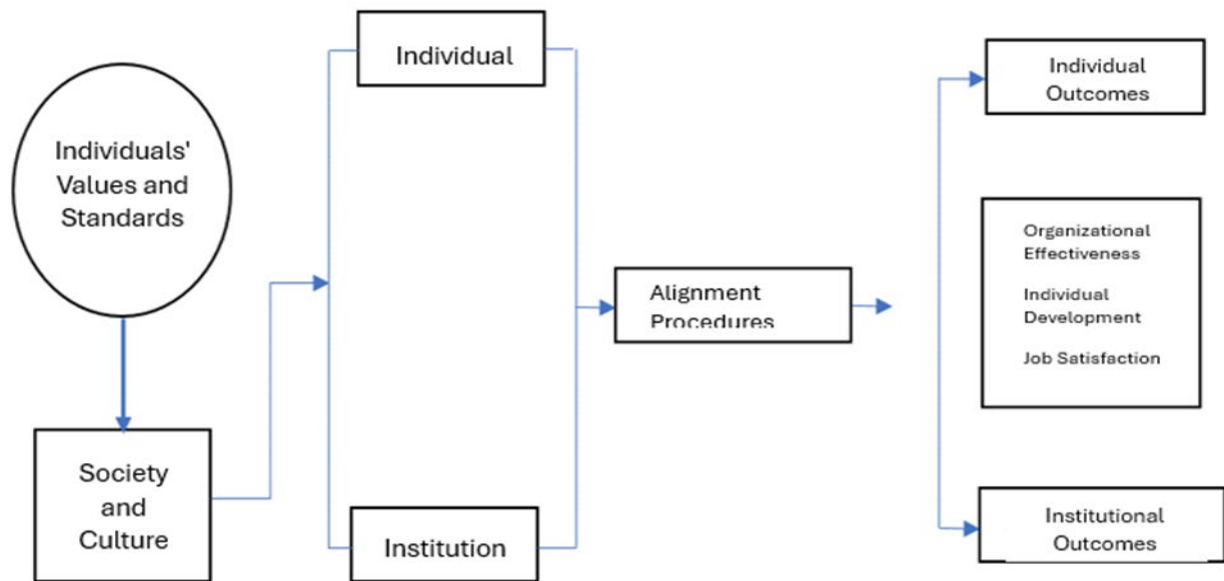
Source: (Maher, 2009, p. 45)

From the diagram above, it is clear that the individual approach to career path development provides individuals interested in planning and advancing their careers with a clear understanding of their current situation and future prospects. This involves identifying their personal aspirations, hopes, and unique abilities or skills. An

assessment follows to determine whether these skills and capabilities are adequate to achieve their career goals. If there are gaps, the individual must take remedial steps to bridge those gaps.

On the other hand, the organizational approach focuses on the actions taken by the organization to align individuals with the roles they occupy. This begins with clarifying the organization's personnel needs, conducting recruitment processes, orienting new hires to their roles, and providing necessary training for new positions. It also includes eliminating employees who do not meet the organization's standards. Abdul-Baqi highlights the importance of the interaction between individuals and organizations, emphasizing the need to achieve alignment and integration between personal goals and organizational objectives. This balance is essential for fostering a successful career path for employees within the organization.

Figure (05): Interaction between Individuals and the Organization and Alignment of Their Outputs



Source: (Abdel Baki, 2005, p 289)

Conclusion:

In conclusion, the discussion highlights that training, particularly vocational training, is an indispensable strategy for career development. Vocational training serves as a foundational pillar for individuals aiming to build a sustainable and successful future career. It not only equips individuals with the practical and technical skills required to excel in their professions but also plays a crucial role in driving both economic and social development.

By aligning training programs with labor market demands, vocational training effectively bridges the gap between the capabilities of job seekers and the requirements of employers. This alignment leads to improved employment rates and enhanced productivity across diverse sectors. From this vantage point, investing in vocational training is akin to investing in the future, benefiting both individuals and the broader community.

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